

Job Title:

Founding Dean of the College of Osteopathic Medicine

Reports to:

Senior Vice President for Academic Affairs and Provost

**Duties &
Responsibilities**

Working with the President and Provost, the Founding Dean will lead the establishment of a new osteopathic medical college. Duties include, but are not limited to:

- Leadership and management of the accreditation process through the Commission on Osteopathic College Accreditation
- Recruitment of Assistant/Associate Deans and faculty
- Supervision of curriculum development; managing the program and curriculum processes required by the State of California and the Western Association of Schools and Colleges (WASC)
- Building local, state and federal relationships with concerned stakeholders
- Securing clinical relationships for clerkship and GME development in local and regional medical communities
- Overall project planning of facility construction
- Development of a faculty practice enterprise

Competitive Salary DOE. Benefits include eligibility for vacation, sick, and holiday pay; Medical, Dental, Vision, Life Insurance, company paid Long Term Disability, Flexible Spending Accounts, Supplementary Health Plans, Relocation Assistance, Professional development funds, and 401k.

About CHSU:

California Health Sciences University was founded in 2012 and is the first university of its kind in the Central Valley. Envisioned by the Assemi family, CHSU offers a local option for health care professionals seeking doctoral and post-baccalaureate education programs and to help remedy the shortage of health care services offered in the Valley. Students can enjoy the unique combination of high quality of life, affordable cost of living and plentiful career opportunities the Valley provides. The College of Pharmacy was the first program offered because of the demand for pharmacists in the region. CHSU plans to open up to 10 post-graduate colleges to train health care professionals in the coming years. The timing and specific discipline for each new school will be determined based on the need and opportunity for job placement within the region.

Located in Clovis, California, CHSU benefits from proximity to community health care providers and complementary programs at California State University, Fresno, Fresno Pacific University and UCSF-Fresno, creating venues for inter-institutional collaboration. The Dean will play a leadership role in the creation of the College of Osteopathic Medicine's program and facility development of the 60 acre permanent campus in Clovis, California. At full build out, the campus can support the approximately 2,000 future health care professionals and will also support economic development in the region, with over 300 employees, mostly faculty, and up to 500 graduating health care professionals per year, who will be encouraged to remain and practice in the Valley.

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Teaching and Learning – Team-Based Learning

CHSU is committed to the use of team-based learning as its primary mode of instruction. Other modes include laboratories, projects, guided discovery, and assessments. The focus is on TEAMS, ACTIVE LEARNING, COMPETENCY, PERFORMANCE, and GROWTH.

Team-Based Learning is an evidence-based, collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. A class typically includes one module.

Preparation before class

Students must complete preparatory materials before a class or the start of the module. Materials may be text, visual or other, and set at a level that is appropriate to the students and the course.

In-class Readiness Assurance Testing

Readiness Assurance Test (RAT): Students complete an individual readiness assurance test (IRAT), consisting of 5 to 20 multiple choice questions. After submitting their individual answers, and they take the same test, the team RAT (TRAT), with their team. As a team they use scratch cards (IF-AT cards), hoping to find a star that indicates a correct answer. All members of each team share the same TRAT score, and both IRAT and TRAT scores count toward the students’ grades.

Appeals: Teams have the opportunity to do a written appeal of a MCQ they felt was poorly written, the answer was mistakenly coded, or their answer choice is better.
Instructor Feedback: The instructor may review material from the RAT that students still feel are problematic.

This test approach that counts for assessment is important, as it gives students a real incentive to learn materials beforehand, attend classes, and contribute to team discussions. The readiness assurance process holds students accountable for coming to class prepared and working together as a team.

In-class application focused exercise

The remainder of the session or module is taken up with exercises that help students learn how to apply and extend the knowledge that they have pre-learned and tested. Teams are given an appropriate problem or challenge, and must arrive at a consensus to choose a “best” solution out of options provided. Teams then display their answer choice, and the educator facilitates a classroom discussion between teams to explore the topic and the possible answers to the problem.

Application Instructions

Interested candidates are to electronically submit a letter of interest, a detailed resume and the names, titles, addresses, and telephone numbers of at least (3) professional references who may be contacted. Please send a completed package electronically to President Florence Dunn at chsudeanssearch@gmail.com and type **DEAN OF THE COLLEGE OF OSTEOPATHIC MEDICINE** in the subject field of the email.